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ABSTRACT

The goals for a Chapter 1 program are to help children succeed in the regular program, attain grade level proficiency, and improve achievement. Students have attained these goals in both pull-out and in-class programs. Most research suggests that the model used is not as important as the degree of coordination between the Chapter 1 and the regular classroom. This document examines the advantages and disadvantages of the two models. Advantages of the pull-out model include increases in reading and mathematics instruction, standardized test scores, and on-task behavior. Disadvantages include difficulty in coordinating classrooms, fragmented learning, and stigmatization. Advantages of the in-class model include avoidance of labeling of students, increased instructional time, and improved program coordination. Disadvantages include stigmatization, teacher conflicts, and fragmented learning. The narrative portion of the document is followed by a bibliography. (BC)

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Chapter 1: Does the Model Matter ?

The primary goals for a Chapter 1 program are to help children to succeed in the regular program, to attain grade level proficiency and to improve achievement in basic and more advanced skills. Students have attained these goals in both pullout and in-class Chapter 1 programs, as well as with a number of other alternative models. Does the model used to deliver Chapter 1 services to students matter?

All models used for Chapter 1 instruction have advantages and disadvantages. The strengths and weaknesses of the two most popular models-pullout and in-class-are compared below. Research on Chapter 1 suggests, however, that the type of model selected by a program is not nearly as important as the quality of service provided to the student.

*Most research on the delivery of Chapter 1 instruction suggests that the **mode** of program delivery used (pullout, in-class, etc.), is not as important as the **degree of coordination of instruction** between the Chapter 1 class and the regular classroom. (Archambault, 1986)*

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Pullout Model

The pullout is the most commonly used model for Chapter 1 services. In the pullout model, students leave their regular classroom for supplemental instruction with a Chapter 1 teacher.

ADVANTAGES

More hours of instruction in reading and mathematics.

Chapter 1 students typically receive more instruction in reading and mathematics when placed in a pullout setting.

DISADVANTAGES

Loss of instructional time in other subjects.

During the time Chapter 1 students are receiving supplemental instruction, they miss class time in language arts, mathematics, social studies, science, physical education, and, at times, extra-curricular activities such as field trips.

Pullout Model (continued)

ADVANTAGES	DISADVANTAGES
Satisfies Federal guidelines. Federal regulations require that Chapter 1 funds supplement, not supplant, the regular program. The pullout model is clearly distinct from the regular school program.	***Difficulties coordinating Chapter 1 and the regular classroom.*** Materials and instructional approaches in the Chapter 1 pullout class are often only indirectly related to the regular classroom, making coordinating instruction with the regular classroom troublesome.
Effective in enhancing standardized test scores. Students in pullout programs often show sizeable gains in reading and mathematics scores on norm-referenced tests.	***Learning can be fragmented.*** Pullouts using mastery approaches, with their emphasis on incremental learning, may lead to higher scores on achievement tests *without* increasing the student's ability to perform capably in school.
Harmonious classroom atmosphere, increased on-task behavior. Pullouts are often characterized by a reduction in teacher time spent on behavior management, which can create a classroom environment more conducive to learning. In addition, instruction by Chapter 1 teachers was often found to be of a higher quality than instruction by in-class aides.	***Stigma.*** Chapter 1 students can be labeled as "slow learners." Placement in Chapter 1, and the assignment of simpler work, may lead to lowered expectations. The slower instructional pace can push students further behind the regular classroom. Emphasizing basic skills without connecting them to real world applications diminishes student interest and motivation.
Smaller classes. Chapter 1 students typically receive instruction in small group settings which provides the benefit of a lower student to staff ratio.	***Segregation.*** Chapter 1 classes tend to be more racially and socially segregated than regular classrooms.

In-Class Model

ADVANTAGES

Avoids labeling students.

A Chapter 1 teacher or aide providing supplemental instruction in the regular classroom may eliminate the stigma inherent in moving to a different classroom.

Improved staff to student ratio, increased instructional time.
Reducing the time lost in moving students to a special classroom can result in increased time for learning. Two teachers or a teacher and an aide should increase the amount of direct support a Chapter 1 student will receive.

Better coordination with the regular program, enhanced curriculum alignment.
Instruction which takes place in the same classroom is simpler to coordinate. Students should have more opportunities to relate the content of Chapter 1 instruction with the regular class curriculum.

DISADVANTAGES

May stigmatize students.

Special instruction provided in the presence of peers can, in some circumstances, be more embarrassing than moving to a different instructional setting.

Territorial conflicts.

A Chapter 1 teacher and a regular classroom teacher in the same classroom may have problems working together. Also, the time used for regrouping students for Chapter 1 services may not be significantly less than the time required for moving them to a special classroom.

Possibility of continued fragmentation of learning.

While providing compensatory instruction in-class makes coordination more convenient, it does not guarantee that coordination will occur nor that instruction will benefit the Chapter 1 student. Instruction may, for example, still rely heavily on slower pacing, lower level skills and work sheets.

Chapter 1 programs have been successful using a variety of models. The model is less important than the quality of instruction and coordination with the regular program.

Using a common curriculum

Maintaining good communication with the regular classroom teacher

Adapting instruction to student needs

Involving parents

Providing instructional alternatives when students are unsuccessful

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